

## Acknowledgements

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Kay Bentley

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## Introduction

### ■ What is the Teaching Knowledge Test: Content and Language Integrated Learning (TKT: CLIL)?

The Teaching Knowledge Test: Content and Knowledge Integrated Learning (TKT: CLIL) is an additional module of the Teaching Knowledge Test (TKT) developed by Cambridge ESOL. TKT: CLIL is for teachers who teach different curricular subjects through the medium of English and for English language teachers who use curriculum content in their teaching.

TKT: CLIL tests candidates' knowledge of concepts related to teaching subject content in a non-native language. TKT: CLIL is NOT:

- a test of subject-specific knowledge
- a test of practical skills
- a test of English language proficiency.

TKT: CLIL consists of one module. There are 80 objective questions in the test. Question types include matching, multiple choice and odd-one-out.

TKT: CLIL has no entry requirements such as previous teaching experience, subject teaching or language teaching qualifications. Candidates should have *at least* an intermediate level of English, e.g. minimum PET, IELTS band 4, CEFR B1. They are expected to be familiar with key CLIL terminology and examples of subject vocabulary from the curriculum. The *TKT: CLIL Glossary* contains a list of terminology. Examples of subject vocabulary can be found in lists on pages 23–24 of the *TKT: CLIL Handbook for Teachers*. These are both available on the Cambridge ESOL website at [www.cambridgeesol.org/clil](http://www.cambridgeesol.org/clil).

Candidates also need to be familiar with language teaching terminology as represented in the separate *TKT Glossary*. This is also available on the Cambridge ESOL website at [www.cambridgeesol.org/tkt](http://www.cambridgeesol.org/tkt).

Cambridge ESOL also offers candidates the opportunity to keep a teaching portfolio to help them reflect on their teaching practice. The portfolio is not an essential part of the test and is not assessed. If you would like to keep a portfolio, go to [www.teacherportfolio.cambridgeesol.org](http://www.teacherportfolio.cambridgeesol.org).

### ■ What is The TKT Course CLIL Module?

The *TKT Course CLIL Module* has five main aims:

- 1 To introduce readers to the concepts and terms about teaching and learning that are central to TKT: CLIL and to give them opportunities to do test practice with TKT: CLIL sample tasks and a test paper.
- 2 To introduce readers to some of the main theories, approaches and activities in CLIL and to encourage analysis of their usefulness to their learners and learning contexts.
- 3 To share with readers some of the resources available to CLIL teachers.

- 4 To provide materials and activities that give teachers opportunities for professional development by exploring areas of knowledge and concepts which have been introduced.
- 5 To build on TKT for those readers who have done that course before doing TKT: CLIL.

## Who is The TKT Course CLIL Module written for?

The *TKT Course CLIL Module* is written for the following readers:

- readers intending to take TKT: CLIL; they might be studying for it on a course, or alone as self-access students
- readers who have done TKT and would like to continue professional development in CLIL
- readers who are subject teachers or language teachers
- readers who are already teaching CLIL and readers who have not started teaching CLIL yet
- readers who have done teacher training or development courses in teaching curricular subjects, teaching English or teaching other languages
- both non-native language speakers and native speakers of English
- readers who are teaching in EAL (English as an Additional Language) contexts in Britain and work with non-native learners from minority language groups in mainstream education
- readers who are classroom assistants working in CLIL contexts.

## What are the contents of The TKT Course CLIL Module?

The *TKT Course CLIL Module* follows the contents and order of the TKT: CLIL specifications. The book consists of two parts. Each part is divided into units which cover the TKT: CLIL specifications for that part. See the table on page 4.

The book also contains:

- CLIL terms from the *TKT: CLIL Glossary*. These occur in each unit and are shown in **bold** the first time they appear in a unit.
- ELT terms from the *TKT Glossary*. These occur in most units and are shown in **bold italics**. Some are defined in the book and all are defined in the *TKT Glossary*.
- A TKT: CLIL practice test
- Test tips for taking TKT: CLIL
- Answer keys for the Follow-up activities in each unit, the TKT: CLIL practice tasks and the TKT: CLIL practice test
- Two lists of the terms from the *TKT: CLIL Glossary* and the *TKT Glossary* that are used in the book. The first list gives the terms for the whole book in alphabetical order and the second gives the terms for each unit. The first list gives the pages where each term first appears.

The units build on one another so that ideas introduced in one unit provide the foundation for the ideas introduced in a following unit.

- Part 1 focuses on terms and concepts used to describe the aims of and rationale for CLIL.
- Part 2 focuses on lesson preparation, lesson delivery and assessment.

## How is each unit organised and how can it be used?

The advice in the table on the next page is intended for those using the book on a taught course or for self-access readers. It can also be adapted for use by CLIL trainers.

Readers using this book by themselves should choose a CLIL coursebook, a CLIL materials or schools website or an ELT coursebook with CLIL units in it to use for the Discovery activities.

Readers should think of a specific learner or a specific group of learners for the Reflection and Discovery activities.

We recommend readers to look at the *TKT: CLIL Glossary* and the *TKT Glossary* as they work through the book. These will help consolidate and extend understanding of CLIL and ELT terms. Readers can also access further examples of practice tasks and ideas for CLIL teacher training at:

<https://www.teachers.cambridgeol.org/ts/teachingqualifications/clil/resources>

It is also useful to have a good dictionary such as the *Cambridge Advanced Learner's Dictionary*, Cambridge University Press, and for many CLIL subject concepts and terms, the *Cambridge School Dictionary*, Cambridge University Press, both of which are available with a CD-ROM.

Enjoy the challenge of teaching CLIL and enjoy reflecting on your teaching. For those readers who take TKT: CLIL, all the best.

Each unit in *The TKT Course CLIL Module* follows the same structure:

Section	Purpose	Suggestions for use
Learning outcomes	To inform the reader of the knowledge and skills they should have after completing the unit. N.B. Learning outcomes take time to achieve, so teachers may want to put some of the ideas into practice before they can evaluate if they have achieved them.	Read these before you start the unit, then again after you have read the unit. How well do you think you have achieved the outcomes? What more do you need to do to be able to achieve them? For example: • reread a section of the unit • look in the glossary to check meanings of concepts • do the practice task again • reflect on classroom practice.
Starter question and answer	To provide a definition of the key terms in the title of the unit.	Try to answer the question before reading the answer.
Key concepts	To introduce the main ideas of the unit and to explain the key terms.	There is often a short question at the start of this section. Try to answer it before reading the text that follows.
Key concepts and the CLIL classroom	To discuss how the key concepts influence CLIL and teaching.	Think how you can apply each point in your CLIL context.
Follow-up activity/ies	To allow the reader to work with the key concepts in order to understand them more fully. N.B. These activities do not use the same question formats as those used in TKT: CLIL.	Completing these tasks leads to a much fuller understanding of the unit's key concepts. There is an answer key on pages 116–119.
Reflection	To encourage readers to develop their own opinions on the key concepts by considering questions or comments. They may be from teachers, learners or researchers.	Discuss these points with other teachers if possible. As this section is about opinions, no answers are given.
Discovery activities	To encourage the reader to find out more about the key concepts, to experiment with them in the CLIL classroom and to assess their usefulness.	These activities involve extra research, e.g. reading chapters from books, finding websites, seeing how concepts are applied in coursebooks, trying out ideas in the classroom and writing comments in your TKT: CLIL portfolio. Are you going to write the portfolio in English or in your own language?
TKT: CLIL practice task	To review the unit's content and to help readers become familiar with the TKT: CLIL task formats and level of language used in the test. N.B. These task formats are the same question formats as those used in TKT: CLIL.	Do this task to familiarise yourself with the format of TKT: CLIL and to test yourself on the contents of the unit. You can check your answers in the answer key on page 119.

## Part 1 Knowledge of CLIL and principles of CLIL

### Unit 1 Aims of CLIL and rationale for CLIL

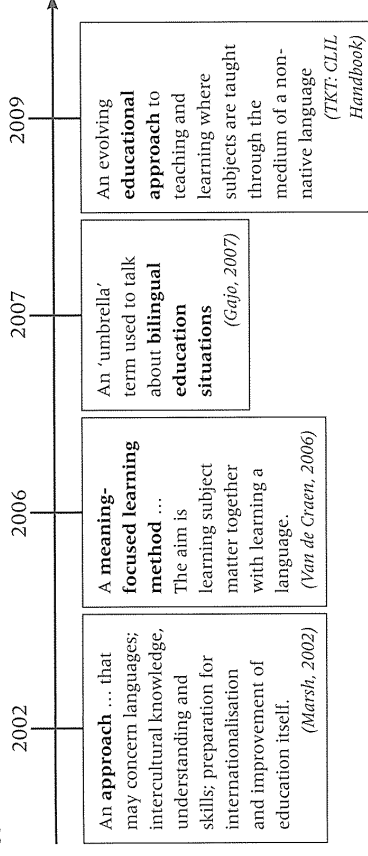
#### LEARNING OUTCOMES

KNOWLEDGE: to know what CLIL is and to understand its aims

SKILLS: to be able to describe the 4Cs of CLIL

#### What is CLIL?

CLIL, or Content and Language Integrated Learning, has many definitions. Here are some of them:



CLIL is an **approach** or **method** which integrates the teaching of content from the **curriculum** with the teaching of a non-native language. It is increasingly important in our global, technological society, where knowledge of another language helps **learners** to develop skills in their first or home language and also helps them develop skills to communicate ideas about science, arts and technology to people around the world. It gives learners a different learning experience compared with most foreign language teaching because in a CLIL classroom, the curricular subject and new language are taught together. Thinking and learning skills are integrated too. CLIL can involve many methodologies from both subject and language teaching, so CLIL presents new challenges for teachers and learners.

CLIL teachers can be subject teachers, language teachers, primary classroom teachers or classroom assistants. Different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is cooperation between subject and language teachers. CLIL learners in schools are between three and eighteen years old and start CLIL at different ages. Others may be in vocational or academic study.

### What are the benefits of CLIL?

CLIL aims to:

- introduce learners to new concepts through studying the curriculum in a non-native language
- improve learners' production of the language of curricular subjects
- improve learners' performance in both curricular subjects and the target language
- increase learners' confidence in the target language and the L1
- provide materials which develop thinking skills from the start
- encourage stronger links with values of community and citizenship
- make the curricular subject the main focus of classroom materials.

We know from research that compared with learners who study English in ELT classes, most learners who start CLIL in primary schools are, by the time they finish primary education: more confident using the target language as well as their L1; more sensitive to vocabulary and ideas presented in the target language and in the L1; they have a more extensive and varied vocabulary; they reach higher levels of English than those reached in ELT courses. In secondary schools, CLIL usually leads to better language proficiency and has positive effects on L1 proficiency. In addition, learners' subject knowledge is about the same as if taught in L1. Brain research shows that in CLIL, learners are more cognitively active during the learning process.

### Key concepts

#### What are the different models of CLIL?

'CLIL' is a term used to cover a range of contexts and models. Some schools teach topics from the curriculum as part of a language course. This is called **soft CLIL**. Other schools teach partial immersion programmes where almost half the curriculum is taught in the **target language**. This is called **hard CLIL**. Mid-way between these models, some schools teach a modular CLIL programme where a subject such as science or art is taught for a certain number of hours in the target language.

The table below shows examples of three possible CLIL models: **language-led**, **subject-led** and **partial immersion**.

Soft CLIL	Type of CLIL	Time	Context
↕	Language-led	45 minutes once a week	Some curricular topics are taught during a language course.
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language.
	Subject-led (partial immersion)	about 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.
Hard CLIL			

### What are the 4 Cs of CLIL?

CLIL is sometimes referred to as having '4 Cs' as components: content, communication, cognition and culture (Coyle, 2007; Coyle, Hood and Marsh, 2010). This is a useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes. The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected.

#### ● Content

The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way.

#### ● Communication

Learners have to produce subject language in both oral and written forms. We therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce **TTT** (teacher talking time). We should also encourage self-evaluation and peer and group **feedback**. When learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. 'By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself' (Pérez-Vidal, 2009).

#### ● Cognition

CLIL promotes cognitive or thinking skills which challenge learners. We need to develop learners' cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. 'Good CLIL practice is driven by cognition' (Mehisto, Marsh, Frigols, 2008). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

#### ● Culture

The role of culture, understanding ourselves and other cultures, is an important part of CLIL. 'Culture is at the core of CLIL' (Coyle, 2007). Learners sometimes need to communicate in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects.

## Key concepts and the CLIL classroom

A researcher in bilingual education, Jim Cummins, described **BICS** and **CALP**.

- **BICS** (Basic Interpersonal Communicative Skills)  
These are skills needed for social, conversational situations. Research with immigrant learners in Canada (Cummins, 2001) showed that most achieved BICS after two to three years of education in the target language. Language learning is contextualised and supported by teachers and resources. Tasks associated with BICS are often less cognitively demanding. Examples of less demanding tasks are: repeating greetings and matching cards with words and pictures.
- **CALP** (Cognitive Academic Language Proficiency)  
According to Cummins and other researchers, it takes learners at least five years to achieve CALP, which is a level required for academic school study. Language used in subject teaching is often abstract and formal and therefore it is cognitively demanding. Teachers need to recognise when learners should move from BICS towards CALP and provide support. Examples of the use of cognitively demanding language are: justifying opinions, making hypotheses and interpreting evidence.

### FOLLOW-UP ACTIVITY (See page 116 for answers)

Look at these materials (1–4) from coursebooks. Which are from ELT books and which are from CLIL books? How do you know? Think of the 4 Cs as well as BICS and CALP.

1

**Plant or animal?**

1. Classify the food. Use stickers.

sticker	sticker	sticker	sticker

2. Draw a healthy sandwich.

stoppers

	+		+		+	
plant		animal		plant		animal

Plants and animals

(from *Essential Science 1*, Santillana Richmond 2006)

8

4

**Source 3**  
World wood usage

### Activity 1

Look at Source 3. Draw bar graphs or a divided bar graph to show world wood usage.

(from *Challenge*, ed. V. Bunce, Longman 1999)

### REFLECTION

- 1 Which model of CLIL programme do you have in your school?
- 2 How do you develop the '4 Cs' of CLIL?
- 3 How would you describe CLIL to a teacher who does not know what CLIL is?

(text from *First Certificate Avenues* by D. Foll and A. Kelly, Cambridge University Press 1998)

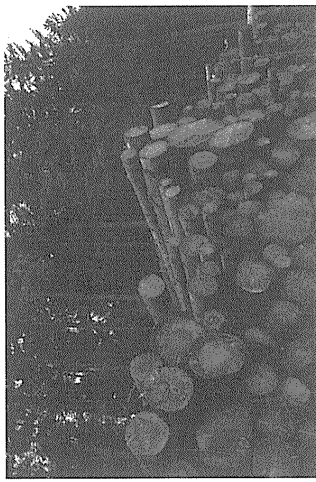
### DISCOVERY ACTIVITIES

- 1 Which three of the seven aims on page 6 do you think are the most important for CLIL?
- 2 Look up [www.ecml.at/mp2/clilmatrix/en/qmain.html](http://www.ecml.at/mp2/clilmatrix/en/qmain.html) and from the matrix find out about teaching examples related to the 4 Cs.
- 3 Look at a CLIL coursebook or a section of a language coursebook which has a topic related to a curriculum subject. Think how it demonstrates the 4 Cs of CLIL.

(from *Join Us for English* by G. Gerngross and H. Puchta, Cambridge University Press 2006)

### 3 Read this paragraph about the economy of Sweden, and put all the verbs in the passive.

In the south of Sweden farmers grow cereals, potatoes and sugar beet, and rear cattle and pigs. The Swedes exploit the northern forests for their timber. They can export timber products indefinitely because they have managed the forests well and not destroyed them with uncontrolled cutting. They mine iron inside the Arctic Circle. They established the first mines in the 1890s, and the high salaries attracted workers to move to this inhospitable region. But they have recently had to close many mines because of a fall in demand. Competition from developing countries has damaged the once prosperous steel and shipbuilding industries, but industrialists manufacture a variety of profitable goods, including aircraft, cars, domestic equipment and textiles.





- 4 Find three or four activities which your learners do. Are they cognitively demanding? Do the learners need support to do the tasks? Is this true for all the learners in your class?
- 5 Look up [www.clilcompendium.com/keyterms.htm](http://www.clilcompendium.com/keyterms.htm) and find some key terms used in CLIL.

.....  
**TKT: CLIL practice task** (See page 119 for answers)

For questions 1–6, choose the best option (A, B or C) to complete each statement about CLIL.

- 1 CLIL is
    - A about learning a new language quickly.
    - B a method for thinking in English.
    - C an approach with many different methodologies.
  - 2 Communication in CLIL aims to
    - A develop skills to express ideas in curricular subjects.
    - B increase the use of TTT across the curriculum.
    - C encourage listening skills in cross-curricular work.
  - 3 One of CLIL's aims is to
    - A improve the L1.
    - B increase learners' confidence in using grammar.
    - C provide cognitive development for learners.
  - 4 In the CLIL classroom, BICS helps learners
    - A use ICT across the curriculum.
    - B develop basic conversational language.
    - C improve their thinking skills.
  - 5 In the CLIL classroom, CALP helps learners
    - A communicate in everyday situations.
    - B develop thinking skills for studying subjects.
    - C do tasks such as copying and repeating new subject language.
  - 6 Studying curricular subjects in CLIL helps learners
    - A develop better pronunciation for all subjects.
    - B improve their reading and writing skills during all lessons.
    - C understand new subject knowledge and language together.
- .....

## Unit 2 Language across the curriculum

### LEARNING OUTCOMES

**KNOWLEDGE:** to know about the role of language in CLIL  
**SKILLS:** to be able to identify language forms needed for CLIL

### What is the role of language in CLIL?

CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the **content-obligatory language**. This is the vocabulary, grammatical **structures** and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas. For example, in geography learners need to know map vocabulary and how to interpret evidence shown on a map.

Learners also need to know the everyday, less formal language which is used in our subjects. They may already know how to use grammatical structures which they can produce when studying curricular subjects. Learners have usually learned this language in English lessons. For example, in a map-reading lesson learners might use basic verbs such as 'goes' and 'travels' to describe the route of a river. They may also use a conditional form to describe cause and effect. These are examples of **content-compatible language**.

TKT: CLIL tests knowledge of grammatical structures and functional language used across the curriculum but it does not test knowledge of subject-specific vocabulary. However, **subject-specific language** is used in the test questions. For a list of subject-specific vocabulary, see the list on pages 24–27 of the *TKT: CLIL Handbook* which can be found at [www.cambridgeesol.org/assets/pdf/resources/teacher/clil\\_handbook.pdf](http://www.cambridgeesol.org/assets/pdf/resources/teacher/clil_handbook.pdf).

CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures. Research in CLIL classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated. As vocabulary and grammar are interdependent, it is useful to focus on them as **chunks** rather than separately.

### Key concepts

What language knowledge do CLIL teachers and learners need?

#### 1 Vocabulary

Learners have to understand and produce a large amount of subject-specific vocabulary.

Look at the four groups of vocabulary from a maths lesson on the next page. What is the difference between them?

**Group 1**  
 circle  
 circumference  
 diameter

**Group 2**  
 centre  
 number  
 size

**Group 3**  
 about  
 across  
 many

**Group 4**  
 sharp rise  
 dramatic fall

We can see that some words are easier to understand than others but learners need to know all of the groups to be able to answer maths questions or to follow instructions.

**Group 1:** content-obligatory or subject-specific vocabulary for talking about the technical names for the parts of a circle

**Group 2:** content-compatible or general vocabulary used in maths and sometimes used in everyday situations

**Group 3: high and medium frequency words** or the most often used vocabulary in general English and also used in curriculum subjects

**Group 4: collocations** (ways words are combined) used in specific combinations when we present curricular concepts, e.g. *The graph shows a sharp rise in the value of x.*

The same groups of vocabulary are found in different CLIL subjects. There is also academic vocabulary which we can find in all subjects. Examples of this vocabulary are: *create, data, define, identify, interpret, involve, issue, require.*

## 2 Structures and meaning

We need grammatical structures to communicate subject knowledge. We therefore need to support learners by:

- looking at structures and meaning
- helping them to notice relevant and problematic language structures and their meanings
- providing examples of relevant and problematic structures and explaining their meanings
- correcting use of relevant and problematic forms.

(adapted from de Graff, Koopman and Westhoff, 2007)

In order to support learners, we need to be aware of the forms learners will meet in the subject we teach and to be aware of those forms which might be problematic.

### Which grammatical structures are relevant?

This depends on the CLIL subject but most grammatical structures are used in all curriculum subjects. There are some grammatical structures which are used in CLIL subjects at the start of the programme of study but which are not taught in traditional ELT classrooms until learners have studied English for several years. It is also known that the third conditional and passive forms are complex but are needed for CALP (Haslam, Wilkin and Kellert, 2005).

### How can we help learners improve their accuracy?

Mistakes in writing are often made with verbs. The table on the next page shows examples of verb forms which are relevant to CLIL learners. Errors are often made because of interference from the learners' L1. If we can analyse the reasons for the errors, we can help learners avoid them.

Verb form	Subject	Example	Meaning
<b>Present</b>	Art	I'm using primary colours in the still life painting. The climate <u>is</u> getting warmer.	an action happening now a changing situation
	Environment	A cube <u>has</u> six faces. Warm air <u>ris</u> es.	a general truth a process
	Mathematics	Interest rates <u>fell</u> last year.	a finished event
	Science	She <u>had</u> ruled for thirty years before the revolution <u>began</u> . The pianist <u>was playing</u> slowly when the drummer <u>beat</u> the triangle loudly.	looking back at an earlier past event an interrupted action
<b>Past</b>	Economics		
	History		
	Music		
<b>Future</b>	Geography	The erosion of the coast <u>is going to get</u> worse.	a prediction from evidence
	Literacy	Who <u>are</u> you <u>playing</u> in the film?	a future activity
	Politics	The constitution <u>will change</u> next year.	giving definite information
<b>Modal verbs</b>	Economics	Some employees <u>can</u> be shareholders.	possibility
	ICT	You <u>could/may/might</u> find a link on this website.	certainty
	Environment	Some plastic <u>will</u> / <u>won't</u> biodegrade.	deduction
	Art	The painting <u>must/can't</u> be Egyptian.	prediction
	PE	We think the result <u>will</u> be a draw.	obligation
	Science	You <u>must</u> wear goggles in the lab.	obligation
	Mathematics	You <u>have to</u> estimate before you do the calculation.	not necessary
	Music	You <u>don't have to</u> study music theory.	recommendation
<b>Conditionals</b>	Environment	People <u>should</u> recycle paper, glass and organic products.	general rule
	Mathematics	If you add two odd numbers, the answer <u>is</u> always an even number.	prediction
	Music	Nobody <u>will</u> hear the choir if the orchestra <u>plays</u> so loudly.	hypothesis
	Economics	If interest rates <u>fell</u> , savers <u>would</u> be affected.	unreal past situation
<b>Passive forms</b>	History	If the enemy <u>had</u> been defeated, the country <u>wouldn't</u> have changed.	
	ICT	New software <u>is going to be</u> / <u>will be</u> installed soon.	formal, impersonal
	Literacy	New advertisements <u>are being designed</u> to promote the play.	
	Geography	The rocks <u>were formed</u> as a result of volcanic activity.	
	Economics	An increase in profits <u>has been</u> announced by two global firms.	

Reporting verbs	PE	The coach told/asked/advised the players to change positions. They promised/agreed to provide more recycling centres.	to report what someone has said
Other verb forms	Art Economics	When you have finished drawing, start painting. They want to build more offices in the centre.	

(For examples of languages which find these forms problematic, see Swan and Smith, 2001.)

## Key concepts and the CLIL classroom

Teaching language is part of CLIL. Although the main focus is on learners' understanding of subject content, as a CLIL teacher, you can aid the teaching of language by:

- highlighting vocabulary and chunks of vocabulary used in CLIL subjects to help learners build the wide range of vocabulary they will need
- modelling sentences such as those in the table above to help learners see examples of language they need to produce
- allowing learners to be more relaxed about using the target language because the focus is on the meaning of curricular concepts
- correcting learners by recasting language immediately after they make mistakes, particularly with subject-specific vocabulary
- analysing errors to identify difficulties learners have when producing English. Often mistakes are because of **L1 transfer**. This is when words, phrases and structures are produced as they are used in the first language.

### FOLLOW-UP ACTIVITY (See page 116 for answers)

Read what two pupils say. Which areas of language are they talking about?

Pupil 1: Formal English is difficult. All these strange words which sound important, for example 'enquire' 'premises'. I don't know what that means but I write it. I wrote a formal letter about rubbish in a garden ... I needed words.

Pupil 2: Other things that help writing are when the teacher gives a list or tells you how to make the sentences together ... I do things and remember it if I need to do it again, and memorise it, use it over and over again, you'll get used to it.

(from *Could they do even better?* 13 July 2005 HMI 2439 *Ofted*)

### REFLECTION

What do you think of these statements written in CLIL articles?

- 1 CLIL allows learners to use language in more complex ways.
- 2 CLIL teachers correct content vocabulary and some pronunciation but don't usually correct grammatical errors.
- 3 All learners need specific language teaching at both the early stages and more advanced stages of CLIL programmes.
- 4 CLIL teachers need to plan for the language which is used in their subject.

### DISCOVERY ACTIVITIES

- 1 Look up [www.nottingham.ac.uk/~alzsh3/acvocab/wordlists.htm](http://www.nottingham.ac.uk/~alzsh3/acvocab/wordlists.htm). Identify 5–10 words in the first sublist which you and your learners use in the classroom.
- 2 Look at the list of verb forms on pages 13 and 14:  
Identify four or five forms which are relevant to your subject and which your learners hear while you teach. Write the structures in example sentences for your subject.
- 3 Here are some language areas CLIL students find difficult:
  - word order
  - content vocabulary
  - grammar (use of tenses, subject–verb agreement, modal verbs)
  - prepositions
  - using formal English.
 Which difficulties do your learners have?  
How can you help learners notice language structures?
- 4 Look in a grammar book such as *English Grammar in Use* and identify forms and their meanings which you need to practise for your subject area. Try out some exercises to help you consolidate these.

See The TKT Course Units 1 and 2 for more examples of grammatical structures, also [www.cambridgeesol.org/assets/pdf/tkt\\_glossary.pdf](http://www.cambridgeesol.org/assets/pdf/tkt_glossary.pdf) or TKT Handbook, pages 36–37.

### TKT: CLIL practice task (See page 119 for answers)

For questions 1–6, match the examples of language across the curriculum with the language forms listed A–G.

There is one extra option which you do not need to use.

#### Examples of language

- 1 The new bridge won't be finished until next summer.
- 2 The data will be clearer if you use a spreadsheet.
- 3 There might be a weaker exchange rate in the future.
- 4 The conductor explained to the orchestra that the rhythm changed in the second part.
- 5 The habitat around the pond is slowly changing.
- 6 To find the perimeter of the rectangle, add the length of the four sides, don't multiply them.

#### Language forms

- A reporting verb
- B modal verb of possibility
- C imperative
- D modal verb of obligation
- E present tense
- F passive
- G conditional